

## Preface

In this first edition of the Report Card on the Effectiveness of Teacher Training Programs the following should be noted:

- The measures contained within this report card are not an exhaustive or comprehensive measure upon which the quality of teacher training programs should be noted. The information contained herein is to establish a baseline for teacher training programs and for the public to evaluate and review program effectiveness, based on specific measures of quality as defined by Tennessee Code Annotated 49-5-108.
- **Placement & Retention**
  - **Placement:** Statewide, 94% of teachers graduating from Tennessee's teacher training programs are placed in their first year of eligibility for public school employment, 99.5% are placed by their third year of eligibility.
  - **Retention:** Statewide, 80% of teachers with a minimum of three years of teaching eligibility remain teaching in public schools for 3 consecutive years. Statewide, 72% of teachers with a minimum of five years of teaching eligibility remain teaching in public schools for 5 consecutive years.
- **Teacher Effect Data**
  - The State Board of Education collaborated with the Governor's Office of State Planning and Policy to commission a study of teacher effect data by SAS Institute, Inc.
  - The goals of the study were:
    - To identify any university that tends to produce new teachers who are highly effective as well as to identify any university that tends to produce new teachers who are very ineffective
    - To determine if a university is above or below the reference distribution for each of these levels of effectiveness with a fair and reliable statistical test
  - A technical report and study results are found on pages 7 – 59 of this report.

- All sections of the report can be found on the web at the following link:  
<http://www.tennessee.gov/sbe/teacherreportcard.htm>

- **Praxis Scores**

- Generally, most institutions of higher education have a Praxis passing rate ranging from 97 to 100 percent for all tests. This high passage rates occurs because of the federal requirements for reporting data related to the Praxis as defined in Section 207 of the Title II Higher Education Act. Future iterations of the report may include an improvement upon this methodology, pending available time and resources.
- It is important to note that only statewide totals for the subject areas of Biology, Chemistry, Mathematics, and Physics are included in this report, due to the low number of teaching graduates produced in these areas. The federal methodology does not report results for institutions with less than 10 test takers.
- For the academic years spanning 2001-2002 to 2005-2006 there is no data available for Physics teachers, as the state did not have a combined total of 10 or more graduates for any of the reported years.